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ABSTRACT

A series of check sheets developed for the use of Teacher Corps Comunity Councils in their daily work are compiled in a single volume. The check sheets are intended to assist in developing strength from which they can share equally with the school district and the college in planning, implementing, and evaluating their Teacher Corps projects. In addition, check sheets are meant to be used in self-assessment and to suggest new ideas. Check sheets in such areas as community council goals, functions of community council leadership, community council interaction, community council decision making procedures and problem solving approaches are among the many areas of operation described. (JN)

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Looking at Teacher Corps Community Council Functioning

A Series of Check Sheets

SOUTHEASTERN

Recruitment and Community Technical Resource Center

Compiled and Published by

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INTRODUCTION

This booklet consists of a series of check sheets on Community Council functioning developed for the use of Teacher Corps Community Councils in their day-to-day work. The check sheets are one of the tools designed, developed, and disseminated by the Southeastern Recruitment and Community Technical Resource (RCTR) Center and the New England Institute in Education to be used by Teacher Corps Regional RCTR Centers. These check sheets will assist Teacher Corps Community Councils in developing strength from which they can share equally with the school district and the college in planning, implementing, and evaluating their Teacher Corps project.

A strong Community Council is probably clear about its goals, cohesive in its decisions, and aware of its processes, especially those which need improvement. These check sheets are meant to be one process for reflection, for self-assessment by Councils.

> Checking where you are, pin-pointing what you might need to do to be stronger, identifying needs for training, and generating discussion based on data from the group are all possible uses of these check sheets.

Individual items on the check sheets may also suggest new ideas for Council members about areas of responsibility, concerns, behaviors, or activities that have not been discussed previously.

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In making use of these check sheets, these checking and reflecting processes could be led by a sub-committee of the Council membership, the Council chairperson, an outside consultant, or Teacher Corps project staff. A Council might want to use any one of these check sheets for reflection at each meeting; other groups of check sheets may be used as check points at regular intervals that may be described in the project's proposal. Council members' responses to these check sheets could also be used as a basis for activity and discussion at retreats, conferences, training sessions, and planning meetings. They might also be used, if the Council wishes, as a source of information about the Council's activities in project documentation and evaluation.

The check sheets are arranged to follow the sequence of what we have learned about a Council's development and activities. The check sheets should be used in any order that will be helpful to your Council. Brief suggestions as to possible use precede each check sheet. Most of the check sheets have been adapted from existing materials. Many of you will also modify and adapt these check sheets before using them with your Council.

In the back of this booklet is a check sheet for assessing these materials that we would like you to return to us so that we can continue the process of refining and adapting materials to better serve Councils in their work.

Jeanie Crosby
Nancy Bonney

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COMMUNITY COUNCIL GOALS

Suggestions For Use

OFTEN COMMUNITY COUNCIL MEMBERS, LIKE OTHER PROJECT PARTICIPANTS, ARE INITIALLY VAGUE OR CONFUSED ABOUT THE GOALS OF THE PROJECT AND THE GOALS OF THE COUNCIL. RESPONSES TO THE FOLLOWING SHEET WILL HELP TO SURFACE CONFUSION ABOUT THE GOALS, DIFFERENT OPINIONS ABOUT WHAT THE GOALS ARE, DIFFERING LEVELS OF AGREEMENT WITH THE GOALS, AND FEELINGS ABOUT PARTICIPATION IN GOAL DEVELOPMENT.

COMMUNITY COUNCIL GOALS*

	YES	NO	DON'T KNOW
1. Do you know the project goals as stated in the Teacher Corps proposal?	_____	_____	_____
2. Does your Council have goals for its work that most members agree with?	_____	_____	_____
3. Are the goals stated or written down anywhere?	_____	_____	_____

4. In your own words, write your Council's goals:

   a. _____

   b. _____

   c. _____

   d. _____

5. Do you feel that these goals are appropriate and suitable for the Council?	_____	_____	_____
6. Do you feel that these goals are realistic for the Council?	_____	_____	_____
7. Do the goals meet your inidividual needs?	_____	_____	_____
8. Did you have an opportunity to make or influence the goals?	_____	_____	_____
9. Do the council goals enhance the overall Teacher Corps project goals?	_____	_____	_____

*Adapted from Diane Jones, Measuring and Improving Group Effectiveness, p. 4; "Keys to Community Involvement" series, NSPRA, 1978.

COMMUNITY COUNCIL OPERATION

Suggestions For Use

EARLY IN ITS WORK A COUNCIL HAS MANY DIFFERENT KINDS OF ISSUES AND PROBLEMS TO DEAL WITH ALL AT ONCE. THIS BRIEF LIST HIGHLIGHTS EARLY CONCERNS OF PARTICULAR IMPORTANCE TO THE DEVELOPMENT OF THE LONG-RANGE EFFECTIVENESS OF THE COUNCIL. RESPONSES TO THIS CHECK SHEET CAN PROVIDE INFORMATION ABOUT PROBLEMS WHICH NEED TO BE WORKED ON. YOU MIGHT WANT TO USE THIS CHECK SHEET AT SEVERAL DIFFERENT CHECKPOINTS, PERHAPS AT LEAST TWICE A YEAR.

DIRECTIONS

1. Pass out sheet and ask participants to respond. Five to ten minutes should be enough time.

2. Go through responses and tally right then on a blackboard or flipchart with the group. Your flipchart might look like this example:

	never				always
	1	2	3	4	5
Question #1	( )	( )	( )	( )	( )
Question #2	( )	( )	( )	( )	( )
and so on	( ) = total number of responses				

3. Then talk about:
   -questions on which there are divided responses
   -questions that have a clostered response, especially the "nevers"

4. From this discussion, the council might generate:
   -questions to ask the project director or policy board
   -problems to work on
   -strategies for working on concerns
   -greater awareness of differing opinions or conflicts of interests among the Council members
   -areas in which the Council may want technical assistance (from the RCTR Center, project staff, or other local sources)

	never 1	2	3	4	always 5
DOES YOUR COUNCIL:					
1. Represent the different ethnic and/or social groups in your community?	( )	( )	( )	( )	( )
2. Work with other community members to find out their opinions?	( )	( )	( )	( )	( )
3. Help other community members become more involved in schools?	( )	( )	( )	( )	( )
4. Talk with other community members about the Teacher Corps Project?	( )	( )	( )	( )	( )
5. Have an agreed-on way of making decisions?	( )	( )	( )	( )	( )
6. Have a set of written by-laws that you use regularly?	( )	( )	( )	( )	( )
7. Have a written procedure for spending its budget?	( )	( )	( )	( )	( )
8. Have an idea of how it can & will spend its budget?	( )	( )	( )	( )	( )
9. Have easy access to information about the project?	( )	( )	( )	( )	( )
10. Put items on the policy board's agenda?	( )	( )	( )	( )	( )
11. Talk with the chairperson about items on the policy board's agenda before the meeting?	( )	( )	( )	( )	( )
12. Know what happens at policy board meetings?	( )	( )	( )	( )	( )
13. Help in planning the intern training program?	( )	( )	( )	( )	( )
14. Help in planning the teacher & administrator training program?	( )	( )	( )	( )	( )

	never 1	2	3	4	always 5
15. Serve on project committees?	( )	( )	( )	( )	( )
16. Participate in project workshops, classes, conferences, etc.?	( )	( )	( )	( )	( )
17. Feel as if it's an important part of the project?	( )	( )	( )	( )	( )

FUNCTIONS OF COMMUNITY COUNCIL LEADERSHIP

Suggestions For Use

THE FOLLOWING CHECK SHEET LISTS FUNCTIONS OF COUNCIL LEADERSHIP AND ASKS PARTICIPANTS TO CHECK THE LEVEL AT WHICH EACH FUNCTION IS ACTUALLY CARRIED OUT.

OF COURSE, LEADERSHIP IS DIFFERENT IN EACH COUNCIL. THE FUNCTIONS ARE USUALLY THE RESPONSIBILITY OF THE COUNCIL CHAIRPERSON, THE PROJECT DIRECTOR, OR A COMMUNITY COORDINATOR. BUT IN SOME COUNCILS, THE ROLE THAT IS RESPONSIBILE FOR THESE FUNCTIONS MAY NOT BE CLEAR. YOU COULD DEFINE "LEADERSHIP" BEFORE ASKING COUNCIL MEMBERS TO RESPOND OR YOU MIGHT ASK MEMBERS TO RESPOND TO THE FUNCTIONS, FILLING IN THE NAME OF THE PERSON CARRYING OUT EACH FUNCTION AS A SECOND ACTIVITY. RESULTS COULD INDICATE;

--FUNCTIONS WHICH ARE BEING CARRIED OUT WELL

--FUNCTIONS NOT BEING CARRIED OUT SATISFACTORILY

--AREAS FOR WORK

--FUNCTIONS OF LEADERSHIP WHICH MIGHT NOT HAVE BEEN THOUGH ABOUT PREVIOUSLY

--AREAS IN WHICH MEMBERS FIND THEY HAVE LITTLE OR NO INFORMATION

FUNCTIONS OF COUNCIL COMMUNITY LEADERSHIP

THE LEADER:	NEVER				ALWAYS
1. Informs the Council about policy board activities.	1	2	3	4	5
2. Informs the Council about project activities in training of educational personnel, intern program, institutionalization, etc.	1	2	3	4	5
3. Represents the Council's ideas on the policy board.	1	2	3	4	5
4. Helps initiate, develop, and implement Council activities.	1	2	3	4	5
5. Helps develop clear direction.	1	2	3	4	5
6. Helps develop structures & processes for completing tasks.	1	2	3	4	5
7. Supports the Council and its activities.	1	2	3	4	5
8. Provides coordination among the Council and other project groups.	1	2	3	4	5
9. Provides support in fiscal arrangements--getting checks written, etc.	1	2	3	4	5
10. Provides logistical support--setting up meetings, etc.	1	2	3	4	5
11. Facilitates Council meetings.	1	2	3	4	5
12. Facilitates Council decision-making.	1	2	3	4	5
13. Facilitates relationships among the Council, the project staff, and other project participants.	1	2	3	4	5
14. Facilitates the identification of resource people (local & outside).	1	2	3	4	5
15. Facilitates information-gathering & sharing of information & ideas.	1	2	3	4	5

COMMUNITY COUNCIL GROUP STAGES AND CHARACTERISTICS

Suggestions For Use

THE FOLLOWING CHECK SHEET WOULD MOST LIKELY BE USED BY COUNCIL LEADERS OR CONSULTANTS WHO NEED INFORMATION ABOUT THE DEVELOPMENTAL STAGES OF THE COUNCIL. LIKE ALL NEW GROUPS, A COUNCIL SPENDS TIME GETTING ORIENTED TO THE TEACHER CORPS PROJECT AND TO EACH OTHER, EVOLVING GROUP NORMS, COPING WITH THE INEVITABLE CONFLICTS AS IMPORTANT TASKS ARE APPROACHED, ACCOMPLISHING TASKS, AND MOVING ON TO NEW TASKS. THOSE COUNCILS WITH A CHANGING MEMBERSHIP OR WHICH ARE FINISHING INTENSE TASKS MAY ALSO HAVE PROBLEMS RELATED TO BREAKING UP A GROUP OR THE LET-DOWN OFTEN EXPERIENCED WHEN A BIG TASK IS COMPLETED OR GOAL ACHIEVED. THE CHECK SHEET COULD BE FILLED OUT BY AN OBSERVER OR BY COUNCIL MEMBERS. YOU MIGHT CHANGE THE LANGUAGE OR INCLUDE EXAMPLES TO MAKE IT MORE MEANINGFUL TO INDIVIDUAL USERS.

THESE RESULTS COULD BE PARTICULARLY USEFUL AS DATA FOR PIN-POINTING REASONS FOR PROBLEMS IN COUNCIL FUNCTIONING OR AS PLANNING INFORMATION FOR FACILITATORS COMING TO WORK WITH A COUNCIL. ADDITIONALLY, GROUP BEHAVIORS WHICH SEEM OUT OF CHARACTER MAY BE MORE READILY UNDERSTOOD IN THE CONTEXT OF A DEVELOPMENTAL STAGE.

COMMUNITY COUNCIL GROUP STAGES AND CHARACTERISTICS*

BEHAVIORS OF COUNCIL GROUP	FREQUENCY		
	NONE	OCCASIONAL	OFTEN
ORIENTATION STAGE:			
1. Members are learning about expectations, roles, and tasks;	1	2	3
2. Members are getting acquainted with each other;	1	2	3
3. Members are finding out where they fit in the group.	1	2	3
ESTABLISHING COUNCIL NORMS STAGE			
1. Group responsibility--Leadership comes from the Council itself; everybody contributes to the work of the Council.	1	2	3
2. Responsiveness to others--Members listen in depth to one another and link together their ideas to build a Council product.	1	2	3
3. Interdependence--Members cooperate to achieve goals rather than competing with one another.	1	2	3
4. Decision-making through consensus--The Council arrives at decisions satisfactory to all, rather than imposing the will of the majority on the minority.	1	2	3
5. Confronting problems--Disagreements are faced instead of being ignored; and solutions are sought.	1	2	3

COMMUNITY COUNCIL GROUP STAGES AND CHARACTERISTICS*

(CONTINUED)

BEHAVIORS OF COUNCIL GROUP	FREQUENCY		
	NONE	OCCASIONAL	OFTEN
COPING WITH CONFLICT STAGE			
1. Members are talking openly about different ideas & values.	1	2	3
2. Members are seeing conflict as a positive force for creativity and change.	1	2	3
3. Members are responding to the feelings underlying words.	1	2	3
PRODUCTIVITY STAGE			
1. Council cohesiveness is high.	1	2	3
2. Council works as a unit on tasks with individual members working in way most appropriate for them.	1	2	3
3. Unique contributions of individual members are valued.	1	2	3
TERMINATION STAGE			
1. Increased conflict within council.	1	2	3
2. Breakdown of group skills when working on a task--violating group norms.	1	2	3
3. (a) Lessened interest in work (b) Frantic attempts to work well	1	2	3
4. Anger at the leader.	1	2	3

*Adapted from Gene Stanford, Developing Effective Classroom Groups; New York: Hart Publishing Company, Inc.; 1977.

COMMUNITY COUNCIL INTERACTION

Suggestions For Use

Many councils experience initial concerns about just talking with each other in ways that both make members comfortable and get work done. The following check sheet will help raise these issues for council members in an objective way as well as provide information for next steps that the council might want to take.

COMMUNITY COUNCIL INTERACTION*

DIRECTIONS: Circle the letter opposite each item on the list below that best describes, for you, the Council's interactions.

The scale used is:
A - All Council members
B - Most Council members (two thirds or more)
C - About half the Council members.
D - A few Council members (one-third or fewer)
E - None of this Council

During Council meetings, how many Council members, including yourself:

	ALL	MOST	HALF	FEW	NONE
1. Considered all seriously intended comments of other Council members?	A	B	C	D	E
2. Checked to make sure they knew what was really meant before agreeing or disagreeing?	A	B	C	D	E
3. Spoke only for themselves & let others speak for themselves?	A	B	C	D	E
4. Had the opportunity to participate in the discussion if they wanted to?	A	B	C	D	E
5. Tried to find the reason if the Council was having trouble getting work done?	A	B	C	D	E
6. Helped the Council make decisions openly rather than by default?	A	B	C	D	E
7. Helped bring conflict into the open so the Council could deal with it?	A	B	C	D	E
8. Looked upon behavior which hindered Council process as a Council problem, rather than as a "problem member"?	A	B	C	D	E

*Adapted from Jones, p. 18.

COMMUNITY COUNCIL COHESIVENESS

Suggestions For Use

TEACHER CORPS COMMUNITY COUNCILS ARE NEW GROUPS OF INDIVIDUALS WHO MAY REPRESENT A WIDE RANGE OF CONSTITUENCIES (GROUPS) AND VALUES. OF PRIMARY CONCERN TO MANY COUNCILS IS ACHIEVING THE COHESIVENESS NECESSARY FOR CONCERTED, COOPERATIVE ACTION. THIS FIVE-MINUTE CHECK SHEET CAN BE RESPONDED TO AND DISCUSSED IN A COUNCIL MEETING OR COLLECTED WITHOUT DISCUSSION AS DATA FOR IDENTIFYING COUNCIL PROGRESS, NEEDS, OR PROBLEMS.

COMMUNITY COUNCIL COHESIVENESS*

DIRECTIONS: Please give your opinion for each item by circling the appropriate number:

The scale used is:
1 - Strongly Agree
2 - Agree
3 - Undecided
4 - Disagree
5 - Strong Disagree

	SA	A	U	D	SD
A. Council members are committed to the purpose and goals of the Council.	1	2	3	4	5
B. Communication is open and honest in this Council.	1	2	3	4	5
C. What I say is recognized and valued in this Council.	1	2	3	4	5
D. Members of this Council display a useful level of mutual trust.	1	2	3	4	5

*Adapted from Jones, p. 24.

REACTION TO COMMUNITY COUNCIL MEETINGS

Suggestions For Use

"MEETINGS" ARE OFTEN A CENTRAL COUNCIL ACTIVITY, ESPECIALLY IN YEAR ONE OR YEAR TWO OF A TEACHER CORPS PROJECT. LOOKING AT COUNCIL MEETINGS RATHER THAN AT INDIVIDUAL COUNCIL MEMBERS CAN HELP THE COUNCIL KEEP AN OBJECTIVE PERSPECTIVE ON A SITUATION THAT CAN SOMETIMES BE FRUSTRATING. YOU MIGHT WANT TO USE THIS CHECK SHEET SEVERAL TIMES DURING THE YEAR TO KEEP TRACK OF CHANGES OCCURRING IN YOUR COUNCIL MEETINGS. SOME COUNCILS MAY WANT TO DISCUSS ONLY THE ITEMS RATED AS 0 AND/OR 5; OTHERS MIGHT DISCUSS EACH ITEM. IF RESPONSES TO THIS CHECK SHEET ARE TALLIED DURING A MEETING, THE LEADER WOULD NEED A BLACKBOARD OR FLIPCHART TO KEEP TRACK OF THE 30 ITEMS. INFORMATION FROM THIS SHEET CAN BE PARTICULARLY HELPFUL TO COUNCIL CHAIRPERSONS AND FACILITATORS.

REACTION TO COUNCIL MEETINGS*

Consider what usually or never happens in most of your Council's meetings. For each item below, circle the number that indicates how often the thing happens that is mentioned in the item.

5 This is very typical of this meeting, it happens repeatedly.

4 This is fairly typical of this meeting, it happens quite often.

3 This is more typical than not, but it doesn't happen a lot.

2 This is more untypical than typical, though it does happen some.

1 This is quite untypical, it rarely happens.

0 This is not typical at all, it never happens.

	NEVER					REPEATEDLY
1. When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.	0	1	2	3	4	5
2. The first solution proposed is often accepted by the Council.	0	1	2	3	4	5
3. People come to the meeting not knowing what is to be presented or discussed.	0	1	2	3	4	5
4. People ask why the problem exists & what the causes are.	0	1	2	3	4	5
5. There are many problems which people are concerned about which never get on the agenda.	0	1	2	3	4	5
6. There is a tendency to propose answers without really having thought through the problem carefully.	0	1	2	3	4	5
7. People bring up irrelevant matters.	0	1	2	3	4	5
8. The average person in the meeting feels that his or her ideas have gotten into the discussion.	0	1	2	3	4	5

REACTION TO COUNCIL MEETINGS (cont.)

5 This is very typical of this meeting, it happens repeatedly.

4 This is fairly typical of this meeting, it happens quite often.

3 This is more typical than not, but it doesn't happen a lot.

2 This is more untypical than typical, though it does happen some.

1 This is quite untypical, it rarely happens.

0 This is not typical at all, it never happens.

	NEVER					REPEATEDLY
9. Someone summarizes progress from time to time.	0	1	2	3	4	5
10. Decisions are often vague as to what they are & who will carry them out.	0	1	2	3	4	5
11. Either before the meeting or at its beginning, any Council member can easily get items onto the agenda.	0	1	2	3	4	5
12. People are afraid to be openly critical or make valid objections.	0	1	2	3	4	5
13. People do not take the time to really study or define the problem they are working on.	0	1	2	3	4	5
14. The same few people seem to do most of the talking during the meeting.	0	1	2	3	4	5
15. People hesitate to give their true feelings about problems which are discussed.	0	1	2	3	4	5
16. When a decision is made, it is clear who should carry it out and when.	0	1	2	3	4	5
17. There is a good deal of jumping from topic to topic--it's often unclear where the group is on the agenda.	0	1	2	3	4	5

REACTION TO COUNCIL MEETINGS (cont.)

5 This is very typical of this meeting, it happens repeatedly.

4 This is fairly typical of this meeting, it happens quite often.

3 This is more typical than not, but it doesn't happen a lot.

2 This is more untypical than typical, though it does happen some.

1 This is quite untypical, it rarely happens.

0 This is not typical at all, it never happens.

	NEVER					REPEATEDLY
18. The same problems seem to keep coming up over & over again from meeting to meeting.	0	1	2	3	4	5
19. People don't seem to care about the meeting or want to get involved in it.	0	1	2	3	4	5
20. When the council is thinking about a problem, at least two or three different solutions are suggested.	0	1	2	3	4	5
21. Some very creative solutions come out of the Council.	0	1	2	3	4	5
22. When conflicts over decisions come up, the Council does not avoid them but works through the conflict.	0	1	2	3	4	5
23. The results of the Council's work are not worth the time it takes.	0	1	2	3	4	5
24. People feel very committed to carrying out the solutions arrived at by the Council.	0	1	2	3	4	5
25. People are usually antagonistic or negative during the meeting.	0	1	2	3	4	5
26. There is no follow-up on how decisions reached at earlier meetings worked out in practice.	0	1	2	3	4	5

REACTION TO COUNCIL MEETINGS (cont.)

5 This is very typical of this meeting, it happens repeatedly.

4 This is fairly typical of this meeting, it happens quite often.

3 This is more typical than not, but it doesn't happen a lot.

2 This is more untypical than typical, though it does happen some.

1 This is quite untypical, it rarely happens.

0 This is not typical at all, it never happens.

	NEVER					REPEATEDLY
27. Solutions and decisions are in accord with the chairperson's point of view, but not necessarily with that of the members.	0	1	2	3	4	5
28. There are splits or deadlocks between factions or subgroups.	0	1	2	3	4	5
29. The discussion goes on & on without any decision being reached.	0	1	2	3	4	5
30. People are usually satisfied or positive during the meeting.	0	1	2	3	4	5

*Adapted from Richard Schmuck, Philip Runkel, S. Saturen, R. Martel and C.B. Derr, Handbook of Organization Development in Schools. Palo Alto, California: Mayfield Publishing Co., 1972; in Jones, p. 32.

COMMUNITY COUNCIL OPERATIONS

Suggestions On Use

THIS CHECK SHEET IS A SHORTER, SIMPLER VERSION OF THE PRECEDING "REACTION TO COUNCIL MEETINGS." TAKING ONLY 10 MINUTES TO COMPLETE, IT COULD BE USED TO GENERATE DISCUSSION RATHER THAN TO PROVIDE DATA FOR DETAILED ANALYSIS. FOR EXAMPLE, YOU MIGHT WANT TO CONCENTRATE DISCUSSION ON THOSE ITEMS CHECKED BY THE MOST OR THE FEWEST PEOPLE.

COMMUNITY COUNCIL OPERATIONS

Check any of the following statements which describe your Council.

_____ 1. There is rarely an agenda.

_____ 2. Everyone receives an agenda before the meeting.

_____ 3. The project director and Council chairperson make up the agenda.

_____ 4. The members can add items to the agenda before or at the beginning of the meeting.

_____ 5. The agenda items are dealt with at the meeting.

_____ 6. People know what information or materials they are to bring to a meeting.

_____ 7. People are vague about the purpose of the meeting.

_____ 8. People come prepared.

_____ 9. People come on time.

_____ 10. People straggle in at various times.

_____ 11. Meetings begin on time.

_____ 12. Discussions focus on agenda topics.

_____ 13. Discussions often go off on personal tangents.

_____ 14. Meetings drag on.

_____ 15. Individual members are not left out of the discussion.

_____ 16. Decisions are clearly stated.

_____ 17. People volunteer for tasks.

_____ 18. Members rarely volunteer for tasks.

_____ 19. People do not seem very interested in the tasks.

_____ 20. Responsibility for tasks - who will do <u>what</u>, <u>when</u>, - is clear.

_____ 21. Decisions are made but not followed up on.

_____ 22. People do not seem very interested in the tasks.

_____ 23. Members recognize each others' hard work.

_____ 24. There seems to be little connection from meeting to meeting.

COMMUNITY COUNCIL OPERATIONS (cont.)

_____ 25. Members have a feeling that little is happening.

_____ 26. The results of previous decisions are reviewed regularly.

_____ 27. Members have a sense of progress.

COMMUNITY COUNCIL DECISION-MAKING PROCEDURES

Suggestions On Use

ARRIVING AT A CLEAR DECISION IS OFTEN THE MOST DIFFICULT TASK OF A COUNCIL. THERE ARE AS MANY DECISION-MAKING PROCESSES AS THERE ARE COUNCILS. THE FOLLOWING CHECK SHEET CAN BE USED TO HELP COUNCILS BECOME MORE CONSCIOUS OF AND PERHAPS TO MODIFY THE WAYS IN WHICH THEY MAKE DECISIONS. THIS CHECK SHEET WOULD PROBABLY BE MOST HELPFUL AFTER THE COUNCIL HAS SOME EXPERIENCE IN MAKING DECISIONS. YOU MIGHT WANT TO USE THIS SHEET AS A MODEL AND INSERT YOUR OWN CATEGORIES OR DESCRIPTIONS OF DIFFERENT DECISION-MAKING METHODS USED BY YOUR COUNCIL.

COMMUNITY COUNCIL DECISION-MAKING PROCEDURES*

DIRECTIONS: For each method of decision-making, check how frequently it is used by your Council.

KINDS OF DECISION-MAKING	FREQUENTLY	SOMETIMES	RARELY	NEVE
1. Unanimity--everyone agrees that a proposed course of action is the best choice.	____	____	____	___
2. Consensus--everyone agrees on a course of action with perhaps some stated reservations, at least for a specified time period.	____	____	____	___
3. Majority support--the majority of people agree, often demonstrated by voting.	____	____	____	___
4. Minority support--a minority of people agree, with tacit agreement or lack of open disagreement by the remaining members.	____	____	____	___
5. Handclasp--one or two members actively support and lead group to action.	____	____	____	___
6. Topic jump--the topic shifts before an explicit decision is reached.	____	____	____	___
7. Self-authorization--one person initiates action, with implicit consent or no overt disagreement of other members.	____	____	____	___
8. Plop--one person initiates action, but the group does not respond one way or another; by default, no action is taken.	____	____	____	___

*Jones, p. 7.

COMMUNITY COUNCILS WORKING TOGETHER

Suggestions On Use

THIS SHEET IS INTENDED FOR THOSE TIMES WHEN YOU WANT A MORE INDIVIDUAL EXPRESSION OF FEELINGS FROM MEMBERS THAN IS POSSIBLE ON A CHECK SHEET. THESE OPEN-ENDED QUESTIONS ARE A CHECK ON A COUNCIL'S WAYS OF WORKING TOGETHER. RESPONSES MAY INDICATE SOME DESIRES FOR CHANGES IN COUNCIL PROCEDURES. IF YOU COLLECT AND REPORT ON THE DATA, IT IS ESPECIALLY IMPORTANT TO MAINTAIN THE CONFIDENTIALITY OF INDIVIDUAL RESPONSES.

COMMUNITY COUNCIL WORKING TOGETHER*

DIRECTIONS: Write brief answers - no need to use your name.

1. Do you usually have a chance to talk as much as you want to in the Council meetings?

2. Does something usually bother you during Council meetings? If so, what?

3. What is something that the Council members could do to make you more comfortable during Council meetings or Council work groups?

4. What could the Council do to improve the way members work together?

*Adapted from Gene Stanford; Developing Effective Classroom Groups, p. 211; New York: Hart Publishing Co., Inc., 1977.

COMMUNITY COUNCIL PROBLEM-SOLVING APPROACHES

Suggestions For Use

COUNCILS -- AND THE WHOLE TEACHER CORPS PROJECT -- EXIST BECAUSE THERE ARE PROBLEMS IN SCHOOLS. DEVELOPING AND IMPLEMENTING LOCAL SOLUTIONS TO THESE PROBLEMS IS THE WORK OF THE COUNCIL IN COLLABORATION WITH THE SCHOOLS AND THE COLLEGE. THE FOLLOWING CHECK SHEET DIVIDES THE PROCESS OF PROBLEM-SOLVING INTO 14 STEPS SO THAT COUNCIL MEMBERS CAN ISOLATE ANY STEPS WHICH THEY WANT TO IMPROVE. YOUR COUNCIL'S APPROACH TO PROBLEM-SOLVING MAY HAVE MORE, FEWER, OR DIFFERENT STEPS - MODIFY THE LIST OF STEPS TO FIT YOUR APPROACH. THIS SHEET IS INTENDED AS A QUICK DIAGNOSTIC TOOL. DECISIONS ABOUT HOW TO IMPROVE THE COUNCIL'S PROBLEM-SOLVING WILL TAKE LONGER THOUGHT AND DISCUSSION.

COMMUNITY COUNCIL PROBLEM-SOLVING APPROACHES*

DIRECTIONS: For each item, check whether your Council is "doing all right" or "needs improvement".

	DOING ALL RIGHT	NEEDS IMPROVEMENT
THIS COUNCIL CAN:		
1. Clarify problems or needs.	_____	_____
2. State problems clearly.	_____	_____
3. State goals clearly.	_____	_____
4. Identify things that get in the way of solving the problem or reaching the goal.	_____	_____
5. Get information about possible solutions.	_____	_____
6. Identify several possible solutions.	_____	_____
7. Apply criteria to make choices about a solution.	_____	_____
8. Develop step-by-step plans for action.	_____	_____
9. Identify resources needed to carry out the plan.	_____	_____
10. Find and use the resources.	_____	_____
11. Set up a way to determine progress.	_____	_____
12. Check progress.	_____	_____
13. Change the plan if needed.	_____	_____
14. Assess the results--tell if the problem is solved.	_____	_____

*Adapted from Jones, p. 11.

THREE CHECK SHEETS ON COMMUNITY COUNCIL ACTIVITIES
A, B, C

Suggestions For Use

THE FOLLOWING THREE CHECK SHEETS PROVIDE A WAY TO REFLECT ON THE ACTIVITIES IN WHICH COUNCILS HAVE BEEN ENGAGED. THE RESULTS OF THE RATING AND LISTING OF COUNCIL ACTIVITIES SHOULD PROVIDE INFORMATION FOR THE PROCESSES OF DOCUMENTATION, EVALUATION, AND PLANNING.

THE FIRST CHECK SHEET CATEGORIZES ACTIVITIES BY THE THREE MAJOR TASKS OF PLANNING, IMPLEMENTING, AND EVALUATING.

ON THE SECOND CHECK SHEET, THE ACTIVITIES ARE DIVIDED BY TYPE; E.G., TRAINING, CONFERENCES, ETC. IN USING THIS CHECK SHEET, YOU WILL HAVE TO DETERMINE BOTH THE "TYPES" OF ACTIVITIES AND THE SPECIFIC ACTIVITIES TO BE LISTED FOR RATING.

THE THIRD CHECK SHEET STATES SOME COMMON AREAS OF CONCERN OF COUNCILS AND ASKS MEMBERS TO LIST COUNCIL ACTIVITIES IN EACH AREA.

RESPONDING TO ANY OF THESE SHEETS AFTER A YEAR OR SO OF WORK IS LIKELY TO GIVE COUNCIL MEMBERS A SENSE OF ACCOMPLISHMENT AS WELL AS SOME NEW IDEAS FOR FUTURE ACTIVITIES.

COMMUNITY COUNCIL ACTIVITIES - A

The following Council activities turned out to be:

	VERY IMPORTANT	OF SOME IMPORTANCE	OF NO IMPORTANCE
PLANNING			
Activity A: _____	____	____	____
Activity B: _____	____	____	____
Activity C: _____	____	____	____
Activity D: _____	____	____	____
IMPLEMENTING			
Activity A: _____	____	____	____
Activity B: _____	____	____	____
Activity C: _____	____	____	____
Activity D: _____	____	____	____
Activity E: _____	____	____	____
Activity F: _____	____	____	____
EVALUATING			
Activity A: _____	____	____	____
Activity B: _____	____	____	____
Activity C: _____	____	____	____
Activity D: _____	____	____	____

COMMUNITY COUNCIL ACTIVITIES - B

For each activity, check its importance to you.

	VERY IMPORTANT	OF SOME IMPORTANCE	OF NO IMPORTANCE
I. TRAINING MEETINGS OFF-SITE (List Teacher Corps, Networks, RCTR, local workshops, conferences, etc.)			
A. _____	____	____	____
B. _____	____	____	____
C. _____	____	____	____
D. _____	____	____	____
E. _____	____	____	____
II. CONSULTANT HELP ON-SITE (List local facilitators, trainers, RCTR visits, etc.)			
A. _____	____	____	____
B. _____	____	____	____
C. _____	____	____	____
D. _____	____	____	____
II. COLLABORATION (List any local collaborative conferences, meetings, planning groups, task groups, etc.)			
A. _____	____	____	____
B. _____	____	____	____
C. _____	____	____	____
D. _____	____	____	____
E. _____	____	____	____
F. _____	____	____	____

COMMUNITY COUNCIL ACTIVITIES - B

(Continued)

	VERY IMPORTANT	OF SOME IMPORTANCE	OF NO IMPORTANCE
IV. COUNCIL TASKS (List specific tasks for which the council had some responsibility such as conducting a survey, interviewing parents, setting up a volunteer program, running an information session for teachers or interns new to the community, etc.)			
A. _____	____	____	____
B. _____	____	____	____
C. _____	____	____	____
D. _____	____	____	____
E. _____	____	____	____
F. _____	____	____	____

COMMUNITY COUNCIL ACTIVITIES - C

How has the Council been involved in:
Check (✓) Yes or No

___ Orienting the community to the Teacher Corps project

___ Planning and designing for its own training needs

___ Project needs assessment

___ Communicating with the community members for input into decisions

___ Providing input to the policy board

___ Selecting staff and interns

___ Planning the inter program

___ Planning the education personnel training program

___ Finding community resources for the project's training program

___ Planning a community-based education effort

___ Planning a volunteer program

ASSESSMENT OF CHECK SHEETS

DIRECTIONS: After your council has used several of these check sheets, we would like to know your reactions to their usefulness. Please retu this sheet to:

Nancy Bonney, Director
Southeastern RCTR Center
University of Georgia
Butler Building, Suite 209
337 S. Milledge Avenue
Athens, Georgia 30605

		Usefulness				
		Low				High
I	COMMUNITY COUNCIL GOALS	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
II	COMMUNITY COUNCIL OPERATION	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
III	FUNCTIONS OF COMMUNITY COUNCIL LEADERSHIP	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
IV	COMMUNITY COUNCIL GROUP STAGES AND CHARACTERISTICS	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					

		Usefulness				
		Low				High
V	COMMUNITY COUNCIL INTERACTION	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
VI	COMMUNITY COUNCIL COHESIVENESS	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
VII	REACTION TO COMMUNITY COUNCIL MEETINGS	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
III	COMMUNITY COUNCIL OPERATIONS	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
IX	COMMUNITY COUNCIL DECISION-MAKING PROCEDURES	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					

		Usefulness				
		Low				High
X	COMMUNITY COUNCILS WORKING TOGETHER	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
XI	COMMUNITY COUNCIL PROBLEM-SOLVING APPROACHES	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
XII	THREE CHECK SHEETS ON COMMUNITY COUNCIL ACTIVITIES	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					
XIII	ASSESSMENT OF CHECK SHEETS	1	2	3	4	5
	+How we used it:					
	+Suggestions for changes:					

COMMENTS:

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Copies of this manual are available from all four centers.

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